DOCUMENT RESUME

ED 111 906 UD 015 456

TITLE A Report on the ESEA Title III Program in Maryland, 1965-1975.
INSTITUTION Maryland State Dept. of Education, Baltimore. Div. of Compensatory, Urban, and Supplementary Programs.
PUB DATE 30 Jul 75
NOTE 35p.; State Board Exhibit (Maryland State Department of Education, Baltimore, July 30, 1975)

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Career Education; Compensatory Education Programs; *Demonstration Projects; Early Childhood Education; *Educational Innovation; Educational Needs; Federal Aid; *Federal Programs; Handicapped; Human Relations; Minority Group Children; *Program Evaluation; Reading Instruction; Teacher Certification; Teacher Education
IDENTIFIERS *Elementary Secondary Education Act Title III; ESEA Title III; Maryland

ABSTRACT

This document reviews the impact of ESEA Title III programs on education in Maryland. Priority areas of concern established by the State Board of Education are identified as human relations, early childhood education, reading, improved teacher preparation and teacher certification, and career education. Nine programs are described under state plan projects said to meet these critical educational needs. A section on currently operating projects focuses on areas of the State Board of Education priorities and federally mandated areas. It categorizes 24 projects among human relations, early childhood education, and reading. While complete evaluation data is not available for new projects, a sense of direction is said to be indicated for those in operation for two years. One additional program in early childhood education, said to have been funded for representing an area of national concern, is also described. The biggest impact of Title III on Maryland is held to consist in the advancement of early childhood education and education for the handicapped. Projects are summarized in chart form and appear in the appendix. The appendix also includes information on state educational needs considered critical and on project funding in priority areas. (AM)

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A REPORT ON THE ESEA TITLE III PROGRAM IN MARYLAND, 1965-1975

UD015456

Division of Compensatory, Urban,
and Supplementary Programs

MARYLAND STATE DEPARTMENT OF EDUCATION

July 1975

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A Report on the ESEA Title III Program in Maryland, 1965-1975

I. INTRODUCTION

The Elementary and Secondary Education Act of 1965 (P.L. 89-10) broke new ground in the relationship between the federal government and local school systems. Title III of the legislation recognized that many educational needs were not being met through local and State funds. The program was designed to make grants "for supplementary educational centers and services, to stimulate and assist in the provision of vitally needed educational services not available in sufficient quantity or quality, and to stimulate and assist in the development and establishment of exemplary elementary and secondary school educational programs to serve as models for regular school programs."

Before 1969, when amendments to the law were fully implemented, local school systems submitted project proposals directly to the United States Office of Education. During this early period, the U. S. Commissioner of Education funded 24 projects in Maryland. These projects focused on a wide variety of educational concerns and included three supplementary centers involving three or more school systems (See Appendix A). The result was a scattering of efforts with little overall pattern or plan. However, several of these projects have had continuing impact on the school systems in which they operated.

The Congress attempted to improve the administration of Title III while retaining the original intent with passage of the Education Amendments of 1967 (P.L. 90-247). The amendments required the annual submission by each State of a State plan which listed the critical educational needs of the State. Additionally, each State was required to establish an advisory council "broadly representative of the cultural and educational resources of the State." The State plan was to provide assurance that proposals approved for funding would meet specific criteria, be directed toward the solution of critical local needs, and be reviewed by a panel of experts, the advisory council, and the State education agency.

The 1967 amendments also required the State to spend 15 percent of its program funds on projects or project components designed specifically for handicapped children.

Perhaps the most significant change resulting from this new legislation was the requirement to identify the State's critical educational needs and to focus Title III funds on projects designed to meet these needs. To implement a Statewide needs assessment, a preliminary survey of educational needs in Maryland was conducted in February and March 1969. The needs identified were reviewed and approved by the Advisory Council in April 1969 and became part of the 1970 Title III State Plan approved by the State Board of Education on May 28, 1969 (See Appendix B).

The funding arrangements established by USOE, however, severely limited the amount of money available to establish new projects to meet these needs. No new projects were funded in Maryland under State administration of Title III until late in Fiscal Year 1970. The kinds of projects developed under State administration, in contrast to projects funded directly by USOE, underscore the seriousness with which both State and local education agencies in Maryland approached the whole matter of identifying and meeting critical educational needs. The projects funded under State administration of Title III had a rigorous approval procedure which had been mandated in the 1967 amendments and given specificity in the State plan:

1) Each local superintendent is informed of the amount of Title III funds available and the list of identified critical educational needs in the State.

2) After an analysis of local needs, local superintendents submit a letter of intent to the SEA indicating the area or areas in which proposals will be submitted.

3) At the designated time, local superintendents submit project proposals to the SEA.

4) Proposals, with evaluation forms, are sent to outside readers, members of the Advisory Council, and the State staff.

5) Proposals, with evaluations, are reviewed by the Advisory Council at a special meeting. The Council's recommendations for approval and disapproval are submitted to the State Superintendent who, in turn, submits them to the State Board of Education.

6) The State Board of Education makes final judgment on approval for funding of Title III projects. (Resolution No. 1969-32, Maryland State Board of Education, May 28, 1969; this resolution established a role for the State Board and strengthened the approval process.)

In 1970, new amendments (P.L. 91-230) brought about further changes in the administration of Title III by incorporating the purposes of Title V-A of the National Defense Education Act (Guidance, Counseling, and Testing) and by dividing annual appropriations between the States (85 percent) and the U. S. Commissioner (15 percent). These changes in the legislation became effective in Fiscal Year 1971 and are reflected in the Fiscal Year 1972 State plans.

At its April 26, 1972, meeting, the Maryland State Board of Education established five areas of concern as those that "shall be given the highest priority in the years immediately

ahead." This action of the Board, essentially a refinement and consolidation of the previously defined identified critical needs, had the effect of further focusing Title III activities in Maryland. The areas identified were:

Human Relations

Early Childhood Education

Reading

Improved Teacher Preparation and Teacher Certification

Career Education

Between 1972 and 1975, approximately 70 percent of the State plan funds was available for projects in the five State priorities. The remainder was set aside for projects or components in the federally mandated areas: education of the handicapped and guidance, counseling, and testing. (Information on project funding to date in priority areas established by the State Board of Education is summarized in Appendix C.)

II. IMPACT OF ESEA TITLE III ON EDUCATION IN MARYLAND

A study conducted by the National Advisory Council for Title III in 1971 showed that approximately two-thirds of the projects funded by Title III in the early years were continued with local or State funds following termination of federal funding. Testimony presented to the Committee on Education and Labor, U. S. House of Representatives, during hearings on the Education Amendments of 1974 indicated that, since the states assumed a greater role in the administration of the program, up to 85 percent of Title III projects have been continued with non-federal resources. The House Committee concluded that Title III has provided "invaluable 'seed' money on a local level and that local school districts are showing their belief in the new practices and programs resulting by continuing them from local resources."

In Maryland, 75 percent of the projects funded since 1970 have been continued, at least in part, through local resources. Doubtless the biggest impact of Title III on the State has been in the two growth areas in education over the last 10 years: early childhood education and education of the handicapped. Both areas have been advanced significantly through the stimulus of Title III.

State Plan Projects - 1970-72

CARROLL COUNTY

Two projects have combined handicapped with early childhood education. Carroll County's Early Intervention to Prevent

Learning Problems has become a model for attacking specific learning disabilities in high-risk children at the kindergarten level before a pattern of failure develops in the primary grades. The project is an attempt to answer two research questions that are of paramount importance in early childhood education; 1) Can children with specific learning disabilities be identified at the beginning of kindergarten? and 2) Do the children who participate in the special sequential, cognitively oriented curriculum achieve significantly better than the control children who do not participate?

The project has established the validity and reliability of its screening instruments, which are now used for all entering kindergarten children in Carroll County. The development of reliable screening procedures is particularly significant in light of the mandate by the Maryland General Assembly that all children be screened upon entering school (Article 77, Section 98C).

Children in the Carroll County project identified as "high risk" are assigned to special kindergarten classes where the curriculum and techniques developed and refined through the project are employed. All first grade and kindergarten teachers in the county have received inservice training in using the screening instruments as well as in the philosophy and methods of the program. At the end of its three-year period under Title III, this project earned such a high rating from national evaluators that it received additional funding from the Commissioner's 15 percent discretionary funds to expand the screening and treatment population. Kindergarten children in Frederick County were screened and identified to become a control group; those identified in Carroll County serve as the experimental group. Upon the completion of this two-year study, the project center will serve the State as a demonstration site.

Test results indicate that the children who participate in the program achieve more than those children identified as the control group. On the Northwestern Syntax Test, the experimental group's pre-test means were lower than the control group's on the receptive and expressive language subtests. However, on the post-test, the experimental group scores higher on both subtests.

Mean Scores on Northwestern Syntax Test

	No.	Receptive Language		Expressive Language	
		Pre-test Mean	Post-test Mean	Pre-test Mean	Post-test Mean
Experimental	15	21.11	28.22	14.16	26.05
Control	16	23.00	26.12	17.41	21.87

Test scores indicate that, after participating in the program for a year, the experimental group is approaching normal achievement. Based on this data, the Carroll County program is effective in enabling children with specific learning disabilities to achieve at or near the normal level.

MONTGOMERY COUNTY

Early Childhood Services for Visually Impaired Children was developed by Montgomery County to meet the educational needs of the identified children from birth to age eight. Instruction focused on educational techniques designed to foster growth toward personal independence and on developing competencies in daily living and language. The project staff designed instruments to measure the various levels of readiness and developmental maturation and techniques for working with these children at home and in special centers.

Growth in areas of self-concept, daily living skills, language development, and mobility were measured by developmental checklists and scales and recorded as pre- and post-test data. The table below lists the areas, number of instructional objectives measured, and level of improvement as of April 1974. (Statistical test used was chi-square: goodness of fit.)

		SEPTEMBER		APRIL			
	OBJECTIVES MEASURED	COULD	COULD NOT	COULD	COULD NOT	x^2	ACTUAL ACHIEVEMENT
Auditory Language (Home visits)	13	7	6	13	0	.67	100%
Auditory Language (Classroom)	36	17	19	36	0	2.11	100%
Body Awareness	110	19	91	103	7	5.01	93%
Braille Readiness	14	0	14	12	2	.285	86%
Perceptual Motor Development	121	0	121	116	5	3.85	98%
Physical Education	97	14	83	94	3	1.37	96.4%
Pre-school Developmental Plan	152	6	146	115	37	36.21	79%
Social Education/ Citizenship	147	30	109	139	8	5.7	95.8%
Vision Training (Home visits)	13	9	4	13	0	Sign test Supported H	100%
Vision Training (Classroom)	43	30	13	43	0	3.33	100%

After three years, and the obvious success of the program, Montgomery County Public Schools assumed full funding and Title III funds were utilized to permit the screening and procedural materials developed in the project to be field

tested nationally according to a design developed cooperatively by the project director and the American Printing House for the Blind. Currently the project materials--including assessment instruments and curriculum manuals--are being introduced to teachers and other professional groups in five states: California, Texas, Utah, Georgia, and Pennsylvania. The goal of the field testing is to validate the project materials with 100 visually impaired children and 100 unimpaired children who will serve as a control. If successful, this procedure will verify the value of the project materials in assisting the impaired child to grow at a rate comparable with that of the unimpaired child. It is anticipated that in 1975-76 revisions and refinements will be made and the materials will be available for publication.

BALTIMORE CITY

While efforts were being made during the late 1960's and early 1970's to implement kindergarten programs in all local school systems, Baltimore City had experimented with programs for younger chidren, such as Early Admissions and Headstart. With the availability of Title III funds for innovative and exemplary programs, the State Board of Education directed the Title III staff to assist Baltimore City in the development of a project in early childhood education. The result was the Model Early Childhood Learning Program, which operated at five centers where a high percentage of the children were both educationally and economically deprived. MECLP focused on basic skill development for young children emphasizing language, reading, mathematics, and perceptual-motor skills.

Over the three years of operation under Title III, this project demonstrated sufficient effectiveness in raising the I.Q. levels of disadvantaged children and improving reading and mathematics readiness skills to cause the Maryland General Assembly to provide State funds for the continuation of the program in Baltimore City as well as to support programs based upon this model in St. Mary's and Wicomico counties.

The following table summarizes pre- and post-test mean I.Q. changes on the Stanford-Binet Intelligence Test for four-year-olds by year:

Stanford-Binet Intelligence Scale

Year	No.	Pre-test Mean	Post-test Mean	Mean Change
1970-71	181	86.08	102.14	+16.06
1971-72	151	94.38	102.74	+ 8.36
1972-73	44	102.18	110.07	+ 7.80

These projects in Carroll County, Montgomery County, and Baltimore City have been validated by teams of educators from other states according to the national Identification/Validation/Dissemination design, thus marking them as exemplary approaches to meeting the critical educational needs of young children. The validation process identified projects that show evidence of being innovative, cost-effective, and worthy of consideration for adoption or adaption by other school systems.

Seven other projects administered under the State plan for three years of Title III funding have been successful in making fundamental changes in the educational practices in the school systems that developed them. Local boards of education have recognized the positive impact of these projects by including in their budgets the funds for the additional staff or facilities necessary to continue the project in whole or part following the termination of federal funds.

In 1970 the Maryland State Board of Education recommended that the Charles County Board of Education "consider a major program revision to attack the causes of low achievement, failures, school dropouts, poor language development ... at their lowest level, the preschool years." The State Board further directed the State Department of Education to assist the Charles County school system in developing appropriate programs and urged the county to submit an application under Title III for implementing such programs.

CHARLES COUNTY

Project CHILD, 1971, was an outgrowth of this recommendation, as was the Charles County Early Childhood Program (See p.24). Project CHILD addressed several problems that existed within the school system. Specifically, the project was an effort to:

1. improve student achievement in reading and other language arts at a middle school and a high school.

2. reduce the percentage of students classified as special education students at the middle school.

3. improve the pupil services at the two schools.

The reading scores on standardized tests indicated mean gains of more than a month for each month of instruction for the project children during the 1972-73 school year. The success of the reading program at the secondary level has led to the retention of the reading resource teacher as an integral part of the staff at La Plata High School and the employment of a full-time Reading Supervisor for the county. The language lab established at La Plata will serve as a model for a similar facility to be included in the new county high school. At

Bel Alton Middle School, several approaches to reading development begun under the project have been continued. These include the use of high-interest reading material, a period set aside each day for student-selected reading, and the inclusion of reading skills in the social studies and science curricula.

The refined procedures for identifying special education students resulted in a reduction of the students placed into self-contained special education classrooms from 152 in the 1970-71 school year to 109 the next year. The following year the number was further reduced to 80. Some students previously placed in the special education classes were referred to resource rooms for a part of each day or treated in the regular classroom, thus providing a more appropriate placement based on individual needs. The identification and referral procedures have been adopted countywide.

The effectiveness of the "free" counselors, who were given greater scheduling flexibility to visit homes and community agencies, has led to an overall increase in the number of counselors in the schools of Charles County and broadening of their functions. The effectiveness of the counselors is suggested by the fact that attendance at La Plata High School increased from 82.9 in 1973 to 88.6 in 1974 at a time when countywide attendance was declining.

GARRETT COUNTY

Environment - A Basis for Curriculum, Garrett County, operated for three years under Title III funding and developed a complete K-6 curriculum which synthesizes the social sciences, the arts, the humanities, the sciences and career education into Man - His Environment, His Culture, and His Work. This curriculum is now a part of Garrett County's total instructional program. In addition to providing a week of outdoor education for county sixth graders each summer, Camp Hickory is also used as an arts center for talented high school and community college students. A "floating" faculty was trained and utilized in the Title III program and is now supported totally by local funds. Teaching centers throughout the county were developed and continue to provide teachers and students an opportunity for educational experience beyond the confines of the classroom. A "man-centered socio-vocational education curriculum" was developed for grades K-6; with local funds this curriculum has been extended to include grades seven and eight.

HARFORD COUNTY

Harford County's Developing Vocational Education for Special Education Students, an innovative program in vocational education for trainable students ages 16-21, filled a void in the county's educational program. The project was evaluated as making a significant contribution in developing attitudes and skills which enable youth to choose wisely from a variety of occupational roles and become discriminating consumers. Sequential training procedures were developed for each work

area. A behavioral checklist was developed for each procedure which made it possible to determine whether a student should continue in his present training area or be rotated to another area of the program.

In the last year of the project (1973-74), twelve students were employed as part-time food service workers, teacher aides, and custodians through the Neighborhood Youth Corps. Community placement was secured for one student at the Harford County Board of Education Library Processing Center. Five trainees worked during the summer of 1974: one as a library aide, two as school custodians, one as a sanitation worker, and one in a sheltered workshop. The effectiveness of the training program, having been shown by successful job placement, this project has been continued and expanded with local funds.

SOMERSET COUNTY

Operation Generation operated for three years in the junior high schools of Somerset County. The effectiveness of the program in improving the reading skills of the students is shown in the test scores below. The program was continued in the junior high schools after Title III funding was terminated and became the nucleus for a reading project for the senior high schools in the following year.

(Gates-MacGinitie Reading Test)

COMPREHENSION

Grades Tested	Grade Score Pre-test[1]	Grade Score Post-test[2]
7th	5.5	6.0
8th	6.0	7.1
9th	6.8	7.9

VOCABULARY

Grades Tested	Grade Score Pre-test[1]	Grade Score Post-test[2]
7th	6.5	6.8
8th	6.8	7.7
9th	7.6	8.5

The most significant data derived from the overall evaluation indicates progress in reading, a major focus of the project. In one school year, seventh graders gained three

[1]The pre-test for the seventh grade was given in October 1972. The pre-test for the eighth and ninth grades was given in May 1972.

[2]The post-test for grades seven, eight, and nine was given in May 1973.

months in vocabulary and five months in comprehension. Eighth graders grew nine months in vocabulary and one year and one month in comprehension. Ninth graders grew nine months in vocabulary, one year and one month in comprehension. Thus the greatest gains were made by those students who had been in the project for two or three years.

TALBOT COUNTY

Talbot County's Project Spokesman was a countywide effort designed cooperatively by the school system and community organizations to improve the speech therapy program for the county's school children. The result was the development of effective procedures for screening and serving children with speech problems. These have been continued by the county since the termination of Title III funding. The screening instrument developed by the project has been adopted by St. Mary's County. Other counties are currently reviewing the instrument.

PRINCE GEORGE'S COUNTY

The Prince George's County project, Innovative Approach to Decentralizing and Individualizing Pupil Services, was designed to provide more effective use of pupil services personnel in a large school system, where the traditional individual counseling method was no longer practicable. A cluster plan was developed to attack the problem of size by dividing the county into three regions. Seventeen clusters of schools, K-12, were located in each region. The cluster plan was developed primarily to increase the speed and effectiveness of identifying and determining appropriate placement for children with physical, mental, emotional, and social handicaps.

While the principal emphasis of this project was the decentralizing of pupil services, other components were also important. The operation of the project gave Prince George's County school system an opportunity to evaluate the effect of decentralizing one department before moving to completely decentralize all educational services. The cluster plan also provided an opportunity to increase counseling and guidance services by adding a strong career education component, opening a number of evening walk-in counseling centers in each of the regions, and introducing group counseling. The group counseling techniques developed as part of the project have served as examples for other school systems looking for alternatives to individual counseling.

In the third year of the project, Prince George's County decentralized the total county school system along the lines of the cluster plan. After the termination of Title III funding, the county increased the number of evening walk-in counseling centers and expanded both the career education and group counseling components under local funds.

The Chart that follows gives basic information on all projects funded under the Maryland ESEA Title III State plan from 1970-72.

Title III Projects in Maryland - State Plan Critical Educational Needs (1970-72)

School System	Project	Purpose	Years	No. Of Children	Total Funding
Baltimore City (Continued with State funds)	Model Early Childhood Learning Program	To improve significantly the quality of instruction for disadvantaged children so that each child will acquire the skills necessary to insure academic success.	1970-73	2,100	$ 1,128,688
Baltimore County	Multi-Media Resource Center for Handicapped Children	To develop in three major geographical areas of the county, multi-media resource centers in special schools for intellectually and physically limited pupils.	1970-73	760	160,372
Calvert County	Project Stay-In	To decrease the number of drop-outs in grades nine and ten who are characterized as having specific learning and social adjustment problems.	1971-74	516	478,541
Caroline County	Project Colonel	To establish an exemplary project to be implemented in a small, rural isolated junior high school to encourage and to enable students to remain in school.	1970-73	1,500	467,940
Carroll County (Continued with local and Federal funds, Title III, sec. 306)	Early Intervention to Prevent Learning Problems	To develop a program designed to identify children with potential learning problems and to develop a kindergarten and a first grade curriculum which provides for the developmental sequencing of cognitive skills, and for achieving proficiency in the basic modalities of motor skills, visual perception, auditory perception, and language development.	1971-74	18	142,613

Title III Projects in Maryland - State Plan Critical Educational Needs (1970-72)
continued

School System	Project	Purpose	Years	No. Of Children	Total Funding
Charles County (Continued in part with local funds)	Project CHILD	To improve the language arts program through a team approach; implement some aspects of the special education continuum and provide inservice education for special education teachers.	1971-74	1,500	700,437
Garrett County (Continued with local funds)	Environment-A Basis for Curriculum	To develop an interdisciplinary approach to education utilizing the natural environment with emphasis on developing a conceptualized process approach to science using existing resource centers, expanding socio-vocational education downward to the elementary schools, and providing support services for kindergarten related to the natural environment, the home, and the school.	1970-73	16,023	424,629
Harford County (Continued with local funds)	Developing Vocational Training for Special Education Students	To provide vocational training for special education students (trainable, ages 16-21) which will provide opportunities to develop salable skills that can be utilized in the job market or in a sheltered workshop situation.	1971-74	61	146,430
Montgomery County (Continued with local and State Title III funds)	Early Childhood Services for Visually Impaired Children	To provide comprehensive services including itinerant home teaching for children (birth-3 years), consultation and staff assistance to existing preschools enrolling visually impaired children (ages 3-5), and an Early Childhood Resource Center for ages 5-8, for pre-academic readiness and stimulation.	1971-74	102	265,650

Title III Projects in Maryland - State Plan Critical Educational Needs (1970-72)
continued

School System	Project	Purpose	Years	No. Of Children	Total Funding
Prince George's County (Continued with local funds)	An Innovative Approach to Decentralizing and Individualizing Pupil Services	To implement a Cluster Plan to increase the speed of effectiveness of identifying children with physical, mental, emotional, and social handicaps and of determining and implementing quickly appropriate placement and treatment.	1971-74	162,868*	$ 452,759
Somerset County	Operation Generation	To change the attitudes, techniques, and methods of teachers so as to provide students who are not achieving with the help they need.	1970-73	3,261	447,350
Talbot County (Continued with local funds)	Project Spokesman	To develop, improve, and expand the speech inservice and therapy program in Talbot County.	1971-74	4,683	69,155
		TOTALS:		193,392**	$4,884,564

* Countywide Project

** Because projects generally run for three years, numbers of students may, in some cases, be duplicated.

Currently Operating Projects

All Title III projects funded since 1972 are in the areas of the State Board of Education priorities and federally mandated areas. While complete evaluation data are not available for new projects, it is possible to indicate a sense of direction for those that have been in operation for two years.

HUMAN RELATIONS

Three human relations projects began in 1973 in Baltimore County, Carroll County, and Frederick County. All have made progress toward improving the human relations within the schools.

BALTIMORE COUNTY

Baltimore County designed Project START (Schools Take Action on Racial Topics) specifically to meet the needs in four secondary schools of the county which experienced rapid integration as the result of changing housing patterns. The focus is on developing and improving communications skills by providing inservice training and consultant help for administrators, staff, students, and community. In 1975-76, two feeder elementary schools will be included in the project. Entire staffs of these schools--including bus drivers and other ancillary personnel--are working together to identify and solve problems within the schools.

CARROLL COUNTY

Carroll County developed its human relations program, Understanding Ourselves, with the idea of expanding the program to all schools in the county over a three-year period. Its main purpose is to help close the gap that separates students, teachers, administrators, and community. The project offers differing but complementary goals for each target group. For students, the goal is designing activities to reduce racial and ethnic prejudices in day-to-day interactions and to provide opportunities and experiences to develop a greater sense of self-worth. For teachers and administrators, activities focus on improving morale and encouraging greater openness among themselves and toward students. For the community, the project aims to improve community support for the schools by broadening the base of community involvement. A tangible product of the project to date is a series of Idea Books developed by teachers and students and geared to the elementary, middle, and secondary schools. While process evaluation conducted by the staff is built into the project, an overall evaluation is being carried on by consultants from Loyola College. It is anticipated that the final report of this study will have significant influence on the direction of human relations activities in the State.

FREDERICK COUNTY

In Frederick County, Putting the Human Back in Education, was designed to meet specific needs of students, teachers, administrators, parents, and community in the West Frederick

area. The influence of the project, however, has already spread to other schools in the county. A supplemental social studies curriculum developed as part of the project, provides meaningful, structured learning experiences for students with reading deficiencies. This curriculum is being used throughout the county. The student bill of rights, an objective identified in the first project year, became a county objective the following year. Students at West Frederick Junior High School contributed significantly to the development of the county students' bill of rights. Their major contributions were to the academic section, due process, the county review procedure, and the implementation strategies. The group counseling model developed through this project is being used in three other secondary schools within the county.

EARLY CHILDHOOD EDUCATION

Title III projects in early childhood education have carried out the State Board of Education directive to develop exemplary projects for young children in a variety of ways. While there are differences in the projects based upon differing local needs, there are also strong similarities. All the projects focus primarily on developing language and other cognitive skills and positive self-concepts. Staff development, parental participation and the use of paraprofessionals are viewed as important means for achieving these objectives. All utilize the "Guidelines in Early Childhood Education" approved by the State Board of Education in 1972.

In 1973, three early childhood education projects began in Anne Arundel, Baltimore, and Howard counties. In 1974, three additional projects began in Calvert, Harford, and Somerset counties.

A Title III evaluation of these early childhood education projects is in its second year under the direction of Dr. Leon Rosenberg, Associate Professor of Pediatrics and Medical Psychology, The Johns Hopkins University School of Medicine. In addition to the early childhood education projects funded from Title III, the evaluation includes three State-funded projects in Baltimore City, St. Mary's and Wicomico counties; a Title I project in Somerset County; and a Title III, Section 306 project in Charles County.

Based upon the analysis of the first year's data (1973-74) Dr. Rosenberg has made the following statement:

> The general results indicate that the programs produced significant improvement in vocabulary, retention of information and an ability to use that information in problem solving. Of greater importance, is the finding that maximum improvement

occurred in those groups of youngsters who were in greatest need. Those are the youngsters who without this form of intervention would definitely have demonstrated serious learning handicaps. The data also indicate that these are the kinds of children who would lose the benefit of this early improvement if adequate follow-up were not carried out. Looking at each county as a whole, we see average improvement of 40 to 50 percent on our measurement of overall learning function.

READING

SOMERSET COUNTY

Operation Somerset is designed to improve the reading skills of senior high school students in Somerset County. The approach is through inservice training of teachers, use of the services of two study skills specialists, and a daily "free reading" period in each of the high schools. Since many secondary school teachers are predominantly subject matter oriented, Operation Somerset concentrates its staff development on teaching reading in the content areas. While a major focus of the project is improvement in reading skills for underachievers, other aspects of project activities provide assistance to average and accelerated students.

The scores of the junior students on the California Achievement Test in 1974 were compared with the scores of the same students the following year. Analysis of the results indicates that although these students are still reading below average, their reading skills have significantly improved in the area of comprehension as measured by the California Achievement Test. Consequently, their average percentile scores for "Total Reading" have shown significant improvement for these students between the eleventh and twelfth grades.

Basic information on all projects currently operating or approved is provided in the chart that follows.

Title III Projects in Maryland - State Plan Priorities (1972-75)

HUMAN RELATIONS

School System	Project	Purpose	Years	No. Of Children	Total Funding to Date
Baltimore City	Project IMPACT	To improve human relations among seventh grade students, educational personnel, and community residents within the geographic area of three junior high schools located in socially and economically peripheral areas of Baltimore City.	1974-77	4,702	$ 247,436
Baltimore County	Project START: Schools Take Action on Racial Topics	Through a pilot project to engage students, teachers, administrators, parents and consultants in developing a three-pronged program to accomplish integrated education and living. The prongs of the program are communication, dealing with diversity, and organizing for planned change.	1973-76	17,428	127,019
Carroll County	Understanding Ourselves	A rational attempt to humanize the teaching-learning process to achieve behaviors in students, teachers, administrators, and the general community which characterize good human relations.	1973-76	18,342	219,690
Frederick County	Putting the Human Back in Education	To improve human relations in the area served by West Frederick Junior and Frederick Senior High School.	1973-76	4,041	240,643

School System	Project	Purpose	Years	No. Of Children	Total Funding to Date
Anne Arundel County	An Exemplary Program for the Development of Alternative Programs for Suspensions and Expulsions	To develop alternative programs to current disciplinary procedures in dealing with disruptive youth in the junior high schools and to develop staff inservice programs in order to effectively improve the learning of these students.	1975-78	90	$ 45,479
		EARLY CHILDHOOD EDUCATION			
Anne Arundel County	An Exemplary Program for Self-Concept Development and Language Improvement with Three-and Four-Year Olds	To extend language development and improve self-concept with three and four-year old children, and to involve the home and school in working together to teach the child to express himself, to think, and to get along with others, so as to be able to succeed in all communication skills.	1973-76	190	412,414
Baltimore County	Continuum in Early Childhood Education	To provide a continuous program of early childhood education spanning preschool through grade three, emphasizing language development, health care, and parental involvement.	197 6	110	278,262
Howard County	An Early Childhood Center in Howard County	To develop a preschool program which emphasizes language development of young children as a basis for a formation of cognitive skills.	1973-76	50	183,862

EARLY CHILDHOOD EDUCATION
continued

School System	Project	Purpose	Years	No. Of Children	Total Funding to Date
Calvert County	Partners in Early Childhood Education	To enhance continuing cognitive and affective skill development by the involvement of four-year-olds in a pilot project situation characterized by a planned instructional program, staff development activities, and parent involvement.	1974-77	220	$ 352,531
Harford County	Pre-Kindergarten Intervention Program	To help four-year-old children located in the Havre de Grace and Hall's Cross Roads schools attendance areas to develop socially, emotionally, physically, and cognitively, so that they may have a more successful experience in their later school lives.	1974-77	205	359,462
Somerset County	Early Childhood Education Program	To focus an educational program on preschool and kindergarten children in order to prevent failure and retardation of youngsters in their later years of schooling.	1974-77	135	337,575
Cecil County	Kindergarten and First Grade: Coordinated Progress in Cecil County	To revise the present primary program in order to provide better articulation between kindergarten and first grade.	1975-78	2,189	99,231

CAREER EDUCATION

School Sytem	Project	Purpose	Years	No. Of Children	Total Funding to Date
Baltimore County	Developing a Hands-On Career Education Program, K-6	To provide elementary pupils, K-6, with a career awareness program which exposes them to the world of work and demonstrates how this work is related to the curriculum offerings in Orems Elementary School.	1974-77	1,420	$ 95,061
Carroll County	Project CAN: Career Awareness Now	To develop a comprehensive program of career awareness for elementary schools, which will complement and maximize existing Career Education efforts in the middle and secondary schools of Carroll County.	1974-77	5,792	140,273
		READING			
Somerset County	Operation Somerset	To improve the reading and study skills of the secondary school students so that their overall academic performance will improve.	1973-76	2,922	361,881
Allegany County	Improving Reading Comprehension	To improve reading comprehension and provide continuity in the reading programs in two small elementary schools in Allegany County.	1975-78	363	37,177

School System	Project	Purpose	Years	No. Of Children	Total Funding to Date
Howard County	A Project to Accelerate Student Learning Rates in Acquiring Basic Skills in Reading	To accelerate the rate at which children acquire reading skills and to increase the frequency of individual and small group instruction in reading.	1975-78	500	$ 46,190
IMPROVED TEACHER TRAINING AND CERTIFICATION					
Montgomery County	Elementary Arts Teacher Training Project	To design and implement a self-renewing system which both initiates and supports an arts program, grades K-3, in which the arts achieve parity with other disciplines and are integrated into the total curriculum.	1974-77	16,077	203,716
EDUCATION OF THE HANDICAPPED					
Baltimore City	Exceptional Children - Sickle Cell Anemia Home-Teaching Project	To provide appropriate supportive home and school instruction for children with sickle cell anemia.	1974-77	400	107,534
Frederick County	TAP: Transient Adjustment Problems	To provide a school program for emotionally handicapped adolescents, 13-18, with educational psychological components designed to treat transient adjustment problems so that the students can return to the regular district school.	1974-77	22	139,313

EDUCATION OF THE HANDICAPPED
continued

School System	Project	Purpose	Years	No. Of Children	Total Funding to Date
Garrett County	Comprehensive Special Education and Correlated Programs for Garrett County Youth	To implement Senate Bill 649 (Maryland Education Program for the Total Handicapped Population) in successive stages for the K-12 exceptional student population of the Garrett County Schools using federal, state, and local monies and capitalizing on local talent through effective programming, proper inservice training, and innovative methodology.	1974-77	1,257	$ 274,276
St. Mary's County	Listen and Say	To provide a language program in grade K-2 in three pilot schools which will effectively reduce articulation errors of identified children.	1974-77	1,103	43,753
		GUIDANCE AND COUNSELING			
Baltimore City	Student Facilitators in the Guidance Process	To involve students in a peer relationship between a student facilitator and student(s) recipient of guidance services so that participants will gain useful concepts and skills concerning interpersonal relationships, responsibilities and opportunities in the career world, the exercise of leadership, and the dynamics of communication	1974-77	599	126,937

School System	Project	Purpose	Years	No. Of Children	Total Funding to Date
Montgomery County	Staff-Student Problem Solving in the Classroom	To implement a communication and problem solving model in selected public and nonpublic school settings in administrative Area II which will prepare selected pupil services personnel, including psychologists, pupil personnel workers, and counselors to train classroom teachers K-12 to model and teach children and youth skills of communication and problem solving.	1974-77	428	$ 73,150
		TOTALS:		78,585*	$4,193,403

* Because projects generally run for three years, numbers of students may, in some cases, be duplicated.

Projects Under Title III, Section 306

Under the 1970 Amendments 15 percent of each State's Title III funds were retained by the U. S. Commissioner for funding projects in areas of national concern. In 1971, Charles County received a grant under this provision to establish the Early Childhood Program. The project was designed to be conducted at six Charles County schools with a cross-section of 120 four, five, and six year old children who educationally disadvantaged. The program aimed at improving the quality of instruction for children by focusing on specific language skills, involving parents actively in the education program, and coordinating school and community resources and services.

After four years of federal funding with a total expenditure of more than $1 million, the Charles County Board of Education has incorporated the Early Childhood Program into its regular school budget beginning with the 1975-76 school year.

Most of Maryland's Section 306 funds were used by Charles County. When additional funds became available in FY 1974, Montgomery County received a grant to implement the educational component of a total county effort in child abuse education. This project was one of three funded nationally by USOE in this area. The Montgomery County Multidisciplinary Approach to Educational Problems Associated with Child Abuse and Neglect was funded for its second year, 1975-76. Carroll County received Section 306 funds to continue its Early Intervention to Prevent Learning Problems project in 1974-75 and 1975-76.

Early childhood outreach programs became a USOE priority in 1975. Frederick and Montgomery counties received grants to develop such programs during the 1975-76 school year.

III. CONCLUSION

Through Title III of the Elementary and Secondary Education Act, approximately $20 million has been allocated to the school systems in Maryland over the 10-year period between 1965 and 1975. Of this amount, approximately $6 million was allocated under the U. S. Office of Education and $14 million under the State plan program. The advantages of the State plan program can be summarized in the following statements:

1. Title III projects have provided new approaches to meet critical education needs at both the State and the local level.

2. Title III projects have been a vehicle for developing solutions in the areas of the priorities of the State Board of Education: Human Relations, Early

Childhood Education, Reading, Improved Teacher Preparation and Teacher Certification, and Career Education.

3. Clearly defined procedures exist for reviewing and approving Title III projects. When local education agencies are competing for limited funds, clear and open procedures must be followed.

4. Inherent in the Title III program is a flexibility that permits (1) local education agencies to develop projects based on local needs and (2) small counties to compete on an equitable basis with larger counties.

5. Included in the membership of the Title III Advisory Council are representatives from both the Archdiocese of Baltimore and the Archdiocese of Washington. This has provided a means for insuring that the non-public schools receive those Title III services which the law mandates.

Several other points warrant noting in summarizing the impact of Title III projects over a 10-year period. Each of Maryland's 24 local education agencies has been involved in a Title III project. Approximately 1,300,000 children have participated in programs which would have been unavailable if it had not been for Title III funds. Under the State plan program those persons associated with Title III projects at the State and local levels have attempted to improve educational opportunities and achievement throughout Maryland. Simply and sincerely stated, their efforts have been directed toward children and their teachers. Some of the tangible and measurable results have been reported herein. Other results, somewhat like the human spirit, evade measurement. Hopefully, some of these may emerge in a positive way in another time and in another place.

TITLE III PROJECTS FUNDED UNDER PUBLIC LAW 89-10
IN MARYLAND, 1967-70

(Statements of purpose that follow were taken directly from project applications.)

Allegany County - "A Community Cultural/Curriculum Center Phase A" 1967-70
Purpose: to establish the first phase of a cultural curriculum resource that will extend the educational and cultural experience level of the populace of Allegany County by providing additional curriculum materials and cultural enrichment opportunities not presently available.

Anne Arundel County - "Multi-Media Course Model Applied to Secondary Education," 1967-70
Purpose: to assist educators in seeking solutions to two of the more crucial problems with which educational planners are confronted --(1) the need to apply a more sophisticated approach to the development of curriculum, and (2) the need to maximize the appropriate utilization of educational technology in the implementation of the instructional program.

Anne Arundel County - "Project Social Studies," 1968-71
Purpose: to redesign the social studies curriculum, developing inhouse leadership in that subject field and incorporating a multi-media approach. A general model for curriculum development and inservice education in any content area should emerge.

Baltimore City - "Vocational Education Systems for the 1970's," 1968-71
Purpose: to utilize a systems approach in developing a replicable curriculum for selected areas of vocational education which will be learner-centered, based on measurable performance objectives and cost effect.

Baltimore County - "A Program of Art to Meet the Needs of Rural Communities" 1967-70
Purpose: to meet the identified needs of children in the rural areas of Baltimore County - providing an exemplary program that will improve instruction and increase the knowledge and appreciation of art of children and adults of the rural communities.

*Baltimore County - "Project Learning and Instruction," 1967-70
Purpose: to help teachers reach instructional goals through an individualized in-service program in the use of a variety of instructional media -- taking an in-service staff to the teacher in her school setting to help with individual problems and needs.

Cecil County - "Mathematics Laboratories for General Mathematics in Secondary Schools," 1967-70
Purpose: to set up mathematics laboratories for general mathematics students in three schools with automated machines and specialized visual aids equipment serving as prime motivational and instructional materials and equipment.

*Indicates projects that have been continued in whole or in part under local funds.

Cecil County - "Out-of-Doors, A Summer Science Program for Elementary and Secondary Students," 1967-70
Purpose: to give science instruction on a completely individualized basis. It will be above and beyond that which is taught in schools. There will be five field trips within the local area, proceeded and followed by classroom activity and a one week's field trip studying throughout the length and breadth of the state of Maryland using Cecil County Public Schools "Classroom on Wheels."

Charles County (in cooperation with Calvert and St. Mary's Counties) "Tri-County Regional Education Center," 1966-69
Purpose: to establish a center to operate pilot programs to demonstrate new approaches to meeting priority needs in the area. The center will also provide services on a regional basis which are now limited or not available. The first four programs to be operated by the center are a preschool readiness program; a dropout prevention program; a program to reorganize a school for individualized instruction; and an intensive staff development program.

Frederick County - "Frederick County Cultural Program," 1967-70
Purpose: to provide a Comprehensive Cultural Program integrated with the curriculum, for the students in the schools of Frederick County.

Frederick County - "M. G. Curriculum Investigation Project," 1967-68
Purpose: to investigate ways to improve the quality of instruction at Parkway Elementary School. This means greater individualization of instruction with the exploration of use of a learning center facility.

* Harford County - "Supplementary Educational Evaluation and Development Center" 1967-70
Purpose: to provide special educational services for the children, youth, and adults of Harford and Cecil Counties who are or have experienced major difficulties in the regular educational programs.

*Howard County - "Establishment of a Model Elementary School," 1968-71
Purpose: to establish and operate a model and exemplary system of public schools in Howard County, Maryland (starting with a model elementary school and proceeding to a model middle school and a model high school) as the means of producing desirable educational development in the schools of the county.

**Montgomery County - "Maryland Regional Center for the Arts," 1967-70
Purpose: to establish a summer center for the arts to provide intensive, interrelated studies in the arts for qualified secondary school students throughout Maryland; to explore and demonstrate new methods of instruction; and to arouse interest and support that will sustain the program in subsequent years.

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*Indicates projects that have been continued in whole or in part under local funds.

**Indicates project that has been continued under State and county funds.

Montgomery County - "I.D.E.A. National Demonstration School Project" 1967-70
Purpose: to participate in a national demonstration school's project that will increase the research and provide worthy dissemination material in the area of: non-gradedness, variations of instructional group size, continuous progress instruction, new staffing patterns, flexible scheduling procedures, team teaching, and the promotion of independent study.

*Montgomery County - "Project to Develop Effective Use of Computer Assisted Instruction in a Large Public School System," 1968-71
Purpose: to set up the facilities and a program for bridging the gap between technology and the school curriculum, to develop staff understanding, and to explore the effectiveness of the use of computer assisted instruction within a large public school system.

Montgomery County - "Project Focus: Focus on Children with Undeveloped Skills," 1968-71
Purpose: to improve the education performance of children whose deficient cognitive, affective, or psychomotor behaviors inhibit performance by designing, developing, and applying better identification, diagnostic intervention, and follow-up processes at the school level capable of being evaluated and disseminated throughout the school system.

*Montgomery County - "Development of a Model-Demonstration School for Educationally Disadvantaged Children," 1965 (Planning)
Purpose: to determine the feasibility of designing, developing, and operating a model-demonstration school to provide supplementary educational services and programs for children who do not profit from existing school programs.

Prince George's County - "Operation Bridge," 1967-70
Purpose: to span the gap which presently exists in educational and cultural development from June until September. Presently the neurologically impaired child attends a Special Education class during the school year, and then vegetates at home and in the community until his or her class opens again in the fall. During the summer months there are numerous activities which could be used to bring these children closer to their true potentials.

Talbot County (in cooperation with Caroline, Kent, and Queen Anne's Counties) "Upper Eastern Shore Curriculum Services Center," 1968-71
Purpose: to provide instructional leadership and assistance to the professional personnel of the four-County area in curriculum revision, improvement, experiment, and innovations.

Washington County -"Educational and Cultural Resources Program," 1968-71
Purpose: to develop a plan for the cataloguing and coordination of all existing instructional and resource media in the county with the ultimate goals of establishing an automated system for cataloguing, storage, and retrieval within reasonable time periods for all education and community needs.

*Indicates projects that have been continued in whole or in part under local funds.

Washington County - "The Student-Oriented Classroom (SOC)," 1967-70
Purpose: to develop teaching/learning model through planned and tested application of student-oriented instructional materials in the eighth grade curriculum whereby potentially high achievers can progress at rates commensurate with their abilities. Opportunities will be provided for individual students to progress further and learn more during their school year than if they continue in a traditional classroom situation.

Washington County - "A Project for the Development of Exemplary Television Instruction," 1967-70
Purpose: to initiate a process-oriented approach to television instruction. By appointing a unit with specialist, television and classroom skills it is intended to develop processes, procedures, guidelines and models for exemplary television instruction.

*Worcester County (in cooperation with Dorchester, Somerset, and Wicomico Counties) "Education Service Center for Dorchester, Somerset, Wicomico and Worcester Counties of Maryland," 1967-70
Purpose: (1) provide teachers the opportunity to participate in inservice programs, (2) provide students programs which reduce the gap between educational research and classroom practice, (3) provide teachers with needed support services.

*Worcester County - "Reorganization for Innovation," 1968-71
Purpose: to prepare educationally for the total integration of all public school children in our system through school reorganization system-wide, and through the adoption of innovative educational practices and experiences.

*Indicates projects that have been continued in whole or in part under local funds.

Appendix B

CRITICAL EDUCATIONAL NEEDS IN THE STATE*

(1) A sizeable number of our youth are not acquiring the basic skills necessary to function in today's society, particularly in view of rising social and economic expectations for both individuals and groups. *Therefore, a critical need exists to help youth acquire and use basic skills.*

(2) Youth's increasing demand for involvement and recognition, so frequently expressed in negative ways and leading to dissipation of efforts and frequent disenchantment, necessitates programs for participation in responsible citizenship activities. *Therefore, a critical need exists to develop programs whereby youth grow in tolerance for divergent points of view, acquire skills in critical and creative thinking for the resolution of controversial issues, and ultimately develop the skills of involvement in bringing about orderly change.*

(3) Increasing evidence indicates that many youths are pursuing a self-destructive course because of causative experiences which have prevented their developing a sense of personal dignity and a belief that what they do now -- particularly in a school setting -- affects the outcome of their lives. *Therefore, a critical need exists to design programs which will offset the low self-concept of students.*

(4) In the development of America, contributions have come from groups representing a diversity of cultural and ethnic backgrounds. While the contributions of some groups have long been recognized and documented, those of other groups have received little or no attention. Moreover, in some areas of Maryland, the homogeneous tendencies of the population makes it difficult to maintain a balanced perspective regarding the contributions as well as present problems related to other ethnic groups. *Therefore, the critical need exists to develop programs which could foster and maintain a balanced perspective regarding the contributions and problems of ethnic groups.*

(5) A reasonably high level of vocational, consumer, and economic competencies is required for full participation in American society. When a large number of people have not been able to achieve a minimum performance level in these three areas, social and economic problems -- not necessarily tied to membership in any social class -- are generated. *Therefore, a critical need exists to develop attitudes and skills which will enable youth to choose wisely from a variety of occupational roles and to develop an economic orientation which permits them to become discriminating consumers.*

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*Numbers 1 to 8 were approved by the Maryland State Board of Education on May 28, 1969, and included in the Title III State Plan for Fiscal Year 1970. Number 9 was added to the State Plan for Fiscal Year 1971.

(6) Of the many factors that affect learning, the ways in which educators organize time, personnel, pupils, and resources rank high in importance. Innovative organizational approaches to loosen some of the inflexible traditional patterns -- for example, non-grading, team teaching, and open-space schools -- are being introduced throughout the State. There is a dearth of empirically based evaluation of such patterns. *A critical need exists for rigorous assessment of the newer open-ended organizational patterns in order to make many decisions about their subsequent modification and adoption in other locations.*

(7) Sound physical and mental health have been recognized goals of American education for decades. Research findings from many fields have increased our understanding of the conditions necessary to mental health. Paradoxically, at a time when we seem to know more about mental health than ever before, too many young people have adopted attitudes and habits which may be self-destructive over the long run. Similarly, increased productivity of the economy has resulted in a surplus of food while, paradoxically, many remain undernourished amid the abundance. *A critical need exists to develop educational programs which will take into account problems of physical and mental health and attempt to offset them.*

(8) Curiosity and inquisitiveness are fundamental attributes of the very young child and, indeed, remain important characteristics of human beings unless blunted by environmental circumstances. Scientific investigations have suggested, for example, that insufficient protein intake in the diets of infants and very young children, environmental lethargy, and even, perhaps, the learning climate of schools tend to blunt this basic inquisitiveness. Such conditions are particularly likely among families we characterize as poor and deprived, but these conditions are not limited to them. *Therefore, a critical need exists for the development of programs which foster curiosity and maintain the desire to learn among all of our children.*

(9) Innovative programs for handicapped children have been identified as an essential part of Title III on a national level. The law provides that at least 15 percent of the funds under Title III of the Act will be used for planning innovative or exemplary services or activities, establishing or maintaining exemplary educational programs, or establishing services or activities which utilize new and improved approaches to meet the special educational needs of handicapped children. *Therefore, a critical education need exists for the development of innovative educational programs for handicapped children.*

Project Funding to Date in Priority Areas Established by State Board of Education (1972-75)*

School System	Human Relations	Early Childhood Education	Reading	Career Education	Teacher Preparation
Allegany			$ 37,177		
Anne Arundel	$ 45,479	$ 414,414			
Baltimore City	$ 247,436				
Baltimore	$ 127,019	$ 278,262		$ 95,061	
Calvert		$ 352,531			
Carroll	$ 219,690			$ 140,273	
Cecil		$ 99,231			
Frederick	$ 240,643				
Harford		$ 359,462			
Howard		$ 183,862	$ 46,190		
Montgomery					$ 203,716
Somerset		$ 337,575	$ 361,881		
TOTALS	$ 889,167	$ 2,025,337	$ 445,248	$ 235,334	$ 203,716

*During this period the following funds were allocated in the federally mandated areas of:

Education of the Handicapped - $ 1,345,183

Guidance, Counseling, Testing - $ 980,480